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ABSTRACT

The National Sex Equity Demonstration Project (NSEDP) in the Broward County Schools, Florida, was created in 1979 to provide a demonstration of sex equity teaching. The two principal thrusts of the Project were to review materials to be used by regular teachers and to demonstrate how classrooms (and a whole district) could diminish discrimination based on gender. The Executive Summary of the NSEDP provides information on the evaluation team findings, the program, workshops for teachers, classroom observations, perceived need for the project, teacher activism, accomplishment, the issue of national or local purposes, teacher inservice training, feedback, program quality, and the legacy of the program. The follow-up is a report of educator reactions to an original draft of the Executive Summary. Reactions relative to its usefulness, its personalistic style, its accuracy, and its content are reported. (BW)

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ED246099

FINAL EVALUATION REPORT

of the

NATIONAL SEX EQUITY DEMONSTRATION PROJECT

BROWARD COUNTY SCHOOLS, FLORIDA
and the
UNIVERSITY OF MIAMI
1980-1983

EXECUTIVE SUMMARY

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CIRCE — THE UNIVERSITY OF ILLINOIS
September 1983

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PROJECT CONTRACT. Under the auspices of Educational Amendments of 1978 (p. 1 95-561), particularly the reauthorized Women's Educational Equity Act (WEEA), The University of Miami entered into contract with the U.S. Department of Education to provide a comprehensive national demonstration site in the Broward County (FL) Schools to "showcase the use of materials and strategies promoting educational equity for women." After a planning year, the National Sex Equity Demonstration Project of Broward County was to have three years to "change change-agents from all parts of the country through training programs and exhibiting, in model settings, the use and impact of selected sex and race fair materials."

EVALUATION DESIGN. Program evaluation responsibility was assumed by the Center for Instructional Research and Curriculum Evaluation (CIRCE) of the University of Illinois under subcontract with the University of Miami. As outlined in the WEEA request for proposals and in the Miami proposal itself, the evaluation purpose was to organize an overview, collect data, analyze observations, and report to the Project staff and others. The approach to evaluation was "naturalistic-responsive" as described by Stake and by Guba & Lincoln, with principal reliance on observation and interview to assist the staff in examining issues most important to operational effectiveness and overall program quality. Various interview protocols and survey instruments were used to discern the perceived importance of equity education in these schools, to gather data on what teachers and others were doing (and ought to be doing), and on what the Project was accomplishing. Inasmuch as the Project was responsible for review of teaching materials, development of a model site, and demonstration of equity-oriented teaching, the evaluation plan called for study of these processes and advice on improving them.

The co-directors of the evaluation work, Robert and Bernadine Evans Stake, were responsible to the Director of the Demonstration Project, Rita Bornstein. The evaluation team consisted of 1 FTE (the Stakes and Jim Pearsol) from the University of Illinois and 1 FTE (Laura Morgan) from the University of Miami.

EVALUATION TEAM FINDINGS

1. During three years of Project implementation, there was visible increase in awareness of sex equity issues throughout Broward Country's 162 schools, with greater activism, of course, in the thirteen "demonstration" schools.
2. The staff's review of sex equity instructional materials was thorough and extensive, fulfilling that contractual task in an exemplary way.
3. The number of teachers and administrators spending at least an hour in Project activities exceeded 1000. Perhaps 80 became involved in a sustained way. Infusion fell short of original hope and expectation. Though substantial, the extension into additional schools was difficult and slow.
4. Partly because outside visitors lacked travel funds, partly because there were ample requests from within this large district, the Project's demonstration of exemplary classroom practices was put on mostly for Broward people.
5. The Project gave prime attention to sex equity coordinators and interns rather than to the masses of Broward educators. These supporters (a cadre of 80 or so) raised consciousness at their schools but were not able to get many other teachers actively involved.
6. A very large amount of Project time was spent in reorganization of thought and responsibility as leadership changed twice. Able replacements were found. Purpose and scope narrowed with each change.
7. The Project was unsuccessful in getting formal changes made in District curricula. Equity issue-oriented teaching did not become explicitly required. The Project worked to include equity ideas in basic skills teaching, but the priority and volume of skill objectives leave little time for raising equity issues.
8. Staff development sessions for Broward teachers and administrators covered important topics and, after the very first one, were extremely well received.
9. Teachers at elementary and middle schools became much more actively engaged in Project activities than high school teachers. Female educators and students were substantially more supportive than male. School counselors did not become prominent in the work of the Project.
10. Even though the issues of equity education were controversial and easily mixed with feminist and other activisms, and often sensationalized in the national media, the Project adroitly avoided stirring hostility and resentment in the schools and community.
11. District administrators were generous hosts, but the Superintendent and School Board did not see this to be a vital undertaking. The former Project Director (now working in the "Equal Opportunity" office) was officially encouraged to continue the work after federal funding ended, but plans and commitments were slow in appearing.
12. Generally speaking, teachers, students and others felt that sex equity is an important goal but that presently there is no problem in their school.
13. Some participating teachers reported that promoting equity reduces classroom management problems, that girls and boys treat each other with more respect, that more meaningful friendships are formed now between girls and boys.
14. Even among those who expressed greatest support for equity education, few became "active". After developing an equity lesson plan or after teaching a lesson on stereotyping, most enthusiastic teachers accepted a passive role in the equity movement. This was consistent with the Project aim and expectation, but a growing band of activists is needed for further infusion across district and nation.

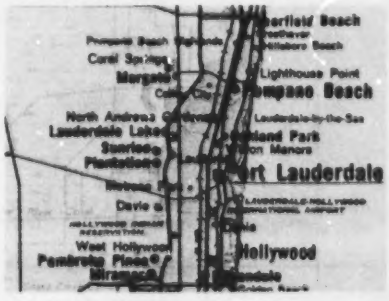
PROGRAM DESCRIPTION

This Project was created in 1979 to provide demonstration of sex equity teaching. Funded through the Women's Educational Equity Act it was one of five centers, each in a different type of community — this one in a complex suburban district. Previous research had shown inequities for both male and female students, much of it inadvertently through sex role stereotyping. Materials had been developed to increase teacher and student awareness of discrimination. Seen needed next was an introduction of these findings and materials to rank-and-file educators in elementary and secondary schools across the county. Demonstration projects had become a standard step in federal educational opportunity efforts. The University of Miami joined with the Broward County School District in 1978 to respond to the federal request for proposals.

The two principal thrusts of the Project were to review materials to be used by regular teachers and to demonstrate how classrooms (and a whole district) could diminish discrimination based on gender. To accomplish a classroom review of materials they first had to do technical studies to determine feasibility for particular classrooms. To accomplish the demonstration of equity education district-wide they first had to generate a network of sympathetic educators, help them develop skills needed for demonstration, and to come to understand the resources and problem-solving mechanisms of the District. At first it was expected that the major demonstration would be to live audiences of visitors from outside the County. Later it was apparent that *national* demonstration would have to be through testimony at professional meetings, by written report, and in various informal and indirect ways. A final task was to generate the strongest possible organization within the District to survive federal phase-out and to participate in a hoped-for national discourse on sex-equity education.

The Project was of course aimed at children's learnings and opportunities to learn. But teacher staff development was the great immediate task. Primarily through workshops and an intern program, but indirectly through news media stories, evaluation questionnaires and personal contacts, the District was informed about inequities and about how discrimination might be overcome.

THE SETTING. The public school district in Broward County identifies itself as the largest fully accredited school district in the country, with 162 schools, just under 130,000 students, and over 13,000 full-time employees. The Superintendent now for four years is William McFatter who served many years as the District's finance and legislation specialist. Marie Harrington chairs a seven-member School Board, elected for staggered two year terms at-large from the 1285 square-mile district.



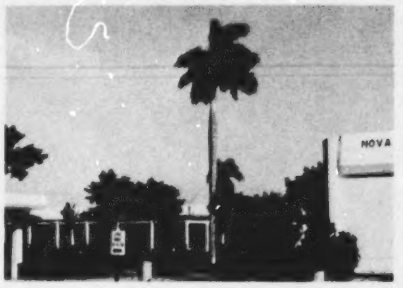
The center city is Fort Lauderdale. The District is in the northerly part of a continuous metropolitan sweep from Coral Gables through Miami north to Palm Beach. It stretches from Atlantic surf through horse ranches and orange groves far into the Everglades. The District population is 23% black and 3% Hispanic. It is a resort area, a retirement area, with great wealth — yet impoverished, with shanty-towns and transient taxpayers unwilling fully to support the Broward need for education.

PROJECT PEOPLE

The Project was placed at the District's Nova Research and Development Center (Nova High and Nova Middle, Eisenhower and Blanche Forman Elementaries). As special purpose schools the Nova four have district-wide open-enrollment — with a waiting list. The R & D involvement is now more legend than fact — currently few sponsors have money for research. Locating the Project there was logical not only because of the tradition but because Nova teachers had a reputation for concern about such issues as equal educational opportunity. Later, activities spread to "a Ring" of nine additional schools.

Project aims were closely related to work already going on at the District Office of Comprehensive Planning for Equal Opportunities (OCPEO) where compliance with equal opportunity policies and regulations was centered. It was decided however to place this Project in the Division of Curriculum to emphasize its educational character. Thus the Project came under the administrative responsibility of Division Director Nelson Moore rather than under compliance officer Hayward Benson. Moore's primary attention during this period was on instructional management with basic skills "prioritized" through a Pupil Progression Program (PPP) and a student testing arrangement called the "Answer System".

Broward teachers were often at odds with "management" — over an array of issues, PPP being one of them. They were represented officially by the Classroom Teachers Association (CTA), an NEA affiliate led by Art Kennedy. For most of the Project's final year teachers worked under protest, without a contract. When teachers voted down a compromise settlement in March the Board imposed a contract. One bone of contention all three years was staff development, with administrators wanting mandated participation in *its* inservice training and teachers wanting voluntary sessions set up by teachers. Demonstration Project plans did not anticipate the obstacle this was to become.



DIVISION OF LABOR. For the planning year and 15 months to follow, the Director of NSEDP was Rita Bornstein (ieft). An equity advocate on the national scene for many years, she conceptualized and prepared the proposal. Officially, she remained on campus in Miami where she headed the Southeast Sex Desegregation Assistance Center (SSDAC). In November 1981 she accepted a full-time position in the University's Development Office, but remained the "principal investigator" of the Project with budgetary and policy authority. The original on-site coordinator was Karen Parks, a Broward teacher active in the CTA (right). Parks was widely known and respected in both educational and political circles. When Bornstein changed jobs Parks became Project Director for a year, then accepted a more permanent position as Compliance Specialist for OCPEO.

As "implementation" began the on-site staff was three persons strong (plus Laura Morgan of the evaluation team). Joan Hinden (left), another Broward teacher active in CTA, was in charge of materials review. Hazel Armbrister (right), Broward teacher also, headed logistics for demonstrations, workshops and visitations. Later, Nova teachers Joe Burke and Sheila Levine were temporarily assigned (one year each) to work with sex equity coordinators and teachers in Project schools. Joan Hinden succeeded Karen Parks as Site Coordinator. For that final year Kathy Shea was named Project Director, under Bornstein, remaining officed at SSDAC in Miami. These administrative changes occurred largely because continued federal funding repeatedly was in doubt.

A TYPICAL DAY

The rain has stopped but the four parking spaces marked SEX EQUITY are awash, so Joan Hinden, NSEDP Site Coordinator, parks in the teachers' lot. She greets Principals Ed Boyack and Sue Alvord in front of his office, passes between their two buildings, past the tile-mural-moonlanding, to the door enscripted National Sex Equity Demonstration Project. A short climb puts her in the Project's windowless suite. Views physically limited have been spiritually stretched by poster after poster testifying to career choices and lifestyles no longer unthinkable. She drops purse, sandwich and papers on her desk and hurries down the hall to the Conference/Materials room to make sure "Free to Be You and Me" has been returned so the next user can pick it up.

It has been. With a sigh she returns to wrestle with the accounts. She needs to hire additional teacher substitutes, the demand for which had been understated in the 1983 budget. Treva Simpson has pulled the file but as usual the district entries are not up-to-date. Just how much money is available is uncertain. She telephones Kathy Shea later in the morning, and together they make some guesses.

Sheila Levine stops to smile hello, having spent a quarter hour pulling together some new materials which Joe Knetsch will review for possible use in seventh grade social studies. She is headed for a chat with Nova High's Sex Equity Coordinator but is called to the phone to talk to Yvetta George about plans for this year's Career Day at Hunt Elementary School. Before leaving she offers a word of encouragement to Frances Chaddock who is typing another revised draft of material for the Elementary School Sex Equity Handbook, a "coordination task" worked out with the four other national demonstration projects.

Hazel Armbrister spends most of the morning tabulating evaluation feedback from the teacher workshop on migrant education. Interrupted, she takes a call from teacher Pat Lovarco who has decided to attend the Middle School Science Teacher Internship.

It is humid. The air isn't circulating well. Nevertheless, Joan spends her lunch hour in the office. Laura Morgan, with Barbeque Fritos and Tab in hand stops in to comment about the morning's observation at Ramblewood and to say that Supt. McFatter had signed the letter asking principals (in the 15% sample schools) to ask teachers to cooperate in the survey. Laura does not sit down, not because the chair is stacked but because she needs to get at her case study write-ups. Still, they spend a few minutes discussing the dilemma of sex equity coordinators, especially those active in CTA, encouraging teachers to "Work to the Rule" (Accept no extra time assignments during contract negotiations), yet trying to get them together on sex equity matters.

The afternoon continues as the morning, only moreso. Now everyone is writing something: Joan the bi-monthly report, Hazel letters of confirmation, and Sheila updating the Inventory. And telephoning. Late in the afternoon Bernadine Stake arrives to begin two weeks of interviews with principals. She and Joan meet briefly to chat about the AERA award Joan is to accept for the Project (in Montreal). Joan invites Bernadine to supper and they head for the now-bone-dry parking lot.

Karen Parks as Demonstration Teacher.

WORKSHOPS FOR TEACHERS

A long day of training for potential demonstration teachers was coming to a close. All present had undergone equity sessions before. Today's was different: more depth, more problems, and the need for commitment more clear.

Participants had been asked to do a micro-teaching demonstration, then to be critiqued. Karen Parks asked for reactions. A woman thought, then said:

"I want more of this. I thought I knew all I could about (equity). Today I learned I have a lot more to learn."

There were nods of agreement around the room. As earlier and later, most teachers learning about equity wanted more: more materials, more strategies, more time to study, and more interaction with the NSEDP staff. As Year Two began the word spread: "The sex equity people have something to say."

Some workshops were conducted by outside consultants — favorites were Myra and David Sadker of American University. In one session the Sadkers called for recognition of discriminatory classroom interaction patterns, such as teachers praising boys more for intellectual quality while praising girls more for neatness and compliance. But even with outside presenters the effectiveness was largely due to staff preparation, and particularly to the leadership of Parks.

On one occasion Kathy Pierce, a math specialist, asked NSEDP for a consultant on Math Anxiety. Sandra Turner, University of Southern Florida, came and ran two 3-hour sessions. She used video tapes, exercises, and discussions to emphasize teacher responsibility for reducing stress, especially for girls.

Joan Hinden and Bob Zeitlin, a Nova High science teacher, presented a short workshop, "Project Equality: Women in Science." Ten people attended. Hinden told of WEEA and NSEDP, identifying services teachers might use. Zeitlin discussed famous women scientists. Not having been exposed to their accomplishments in school, he said he felt cheated.

Phyllis Bergsman, Western High teacher, discussed her course, "Images of Women and Men in Literature." Ruth Gudinas, University of Wisconsin, spoke to media specialists. Project staff people were proud of all these efforts. Ending the first year Hazel Armbrister said:

"The main success of the Project is the number of teachers who have participated in the planned workshops. We're making a name for ourselves around the County. Each time we bring in new faces they tell someone else."

By the end of the third year the Project had tallied 3733 educator participations (not subtracting repeats). In almost all instances attendance was voluntary; most attenders came already favourably disposed. Most workshops ended with evaluation with participants typically saying, "Very worthwhile."

CLASSROOM OBSERVATIONS

The evaluation team, particularly Laura Morgan, spent many hours observing teaching and learning in the classrooms of Broward schools. In February, 1983, Laura went to Fairway Elementary to observe a demonstration in Vern Beneby's third grade. Several Project interns were observing too.

First there was a lengthy discussion of things men and women do. Several boys emphasized tasks women never or seldom do, such as play NFL football. The girls claimed that women can become capable of doing whatever they want to do. Ms. Beneby tried to draw attention to stereotyping and to whether they were relying on opinion or direct experience. She reminded them of the morning reading, *Snow White*. "Do you remember Snow White was described as having 'skin as white as snow'. Have you ever seen anyone with skin white as snow?"

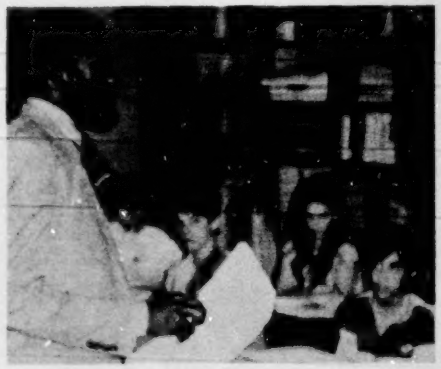
They had not. "How would a Black or Indian or Asian child feel if this meant beauty? Would they feel beautiful?" (Several no's.) "Have they stereotyped Snow White?" A boy said, "Indians can be beautiful." "Yes, Andy, and Black boys and girls and Asian children can be beautiful — and they don't have skin white as snow. What does stereotype mean?"

Stephanie said, "...that you are beautiful if you have skin white as snow." The teacher replied, "Right. Good. When you are reading books, you should think about this. Ask yourself if what you are reading is true, and think about it. Now, next I want you to draw a different Snow White. Not the one who stays home, does the chores, and waits for the dwarfs to come home."

The children settled to their task and the teacher and guests circulated about the room. Many new Snow Whites emerged. One wore Jordache jeans, one resembled E.T. One boy said, "Remember in the story when Snow White was being bossed around? Well, now she's giving orders." His dwarfs were busy cleaning house. Other Snow Whites were travelling, catching animals, rescuing falling dwarfs, winning a black belt in judo. Some Snow Whites were Black.

Back at the Project office the interns discussed the scene with Joan Hinden. Lonnie said, "This was mostly about female roles. I think both need to be emphasized." Anita was impressed with the children's responses and their "familiarity with the lingo." Walter added, "The younger the children, the more you see shocking biases." And so on.

In her day's report, Laura wrote, "Interns would have benefited more (1) had the staff worked more closely with the demonstration teacher; (2) had lesson plans been available; and (3) had interns been better briefed." She found the de-briefings well done. Laura shared these observations with Joan.



Social studies teacher Boyd Ivey and his Nova Middle students discuss equity provisions in the Constitution.

PERCEIVED NEED

SURVEY DATA. The evaluation plan called for questionnaires to supplement the observation and interview data. General, aggregatable information from large numbers of respondents was obtained by occasional brief surveys, often item-sampled. The content of the questions was both "What do you see happening?" and "How do you feel?" Items were developed to provide information in four categories:

1. the perceived need for and importance of sex equity.
2. what the aims of educators ought to be.
3. the readiness of educators here to pursue these aims.
4. the present effort of educators here.

The impact of the Project is indicated in part by change on these items.

IMPORTANCE OF SEX EQUITY EDUCATION. Repeatedly we asked teachers:

A5. Do you feel that sex role stereotyping has been a problem at your school? ____ Yes, a large problem ____ Somewhat a problem ____ Not a problem at all.

And with little variability over the three years about 3% said "large problem", 36% said "somewhat", and 61% said "no problem". The results were essentially the same at elementary, middle and secondary schools. We also asked:

B2. This District has identified sex-equity education as one of its goals. Do you support this goal? ____ Strongly support ____ Support it with reservations ____ Undecided ____ Oppose it to some extent ____ Strongly oppose it.

Omitting the "undecided", over 90% of the principals and usually over 80% of the teachers supported the goal. In Item A1 we asked about profound impediment:

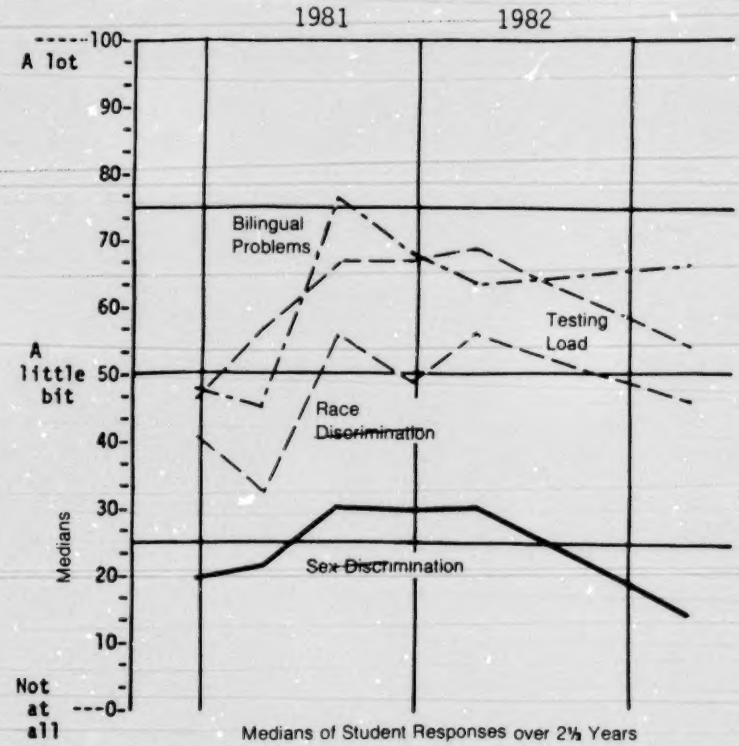
A1. In the schools of this district — as you see it — how much are each of the following intefering with students getting a good education?

	A lot	A little bit	Not at all	No opinion
Racial Discrimination	—	—	—	—
Discrimination according to sex	—	—	—	—
Bilingual problems	—	—	—	—
Overemphasis on testing	—	—	—	—

Student results over time are shown in the figure to the right. A large group of Nova High students were queried for three years (they wearied of the query). Sex discrimination was seen as much less an obstacle to good education than the other three. First there was increase in perception that it was an obstacle; at the end they increasingly perceived it being taken care of. At the other Project high schools sex discrimination medians went from 38 to 34 to 33 over the 14 month involvement.

As for Broward teachers, more than half of them (and almost all males) said sex discrimination was not an obstacle at all. But at Nova schools (the original Project schools) there was greater awareness of such an obstacle.

The Project aim was to increase awareness of the problem and to foster responses that alleviate the problem. Thus the curve at a successful school would rise and fall as it did at Nova. (Of course, other explanations are possible.) What we have here across Broward is a widespread view that sex equity is important as a principle but not a major problem, not something to get very excited over.



Medians of Student Responses over 2½ Years

TEACHER ACTIVISM

In our surveys we asked teachers and students (and, on one occasion, principals) what they saw their school's teachers and administrators doing about sex equity. We wanted to confirm our observation and interview data and to portray particularly the involvement of teachers in this NSEDP effort. We also asked what "ought to be". The main item asked was:

C1. As you see it, what are your school's teachers and administrators now doing about sex equity?

_____ *Most are not concerned about the issue*
_____ *Most watch for problems but seldom get involved*
_____ *Most try to eliminate sex role stereotyping*
_____ *Most believe boys and girls should be treated differently.*

("Activism" Scale: indifferent = 0; passive = 10; active = 20; opposed = -10.)

When administered to teachers in a 15% sample of Broward schools in May of 1983 (excluding NSEDP-active schools) with a response rate of 72%, the 517 teachers responded to the four options respectively: 28%, 13%, 50%, 5%. 22 of them omitted the item. Thus in this reference group exactly half of the teachers saw their peers in their own school actively engaged in eliminating gender inequities; about a quarter saw unconcern. Using the scale values above (what we called our Activism Scale), this group scored 11.

Also that May, all teachers in Project schools (Nova and Ring) were asked that same item. Of 526 teachers: 22%, 23%, 50%, 5% with 22 omits and a scale score of 12. Half the teachers here too saw their peers as "activists", but fewer (81 against 146) saw their peers as "unconcerned". The suggestion here is that the teachers saw themselves as actively engaged, but fewer Project teachers saw indifference around them.

As with item A1 and many others, this item works two ways. As the Project is successful in raising consciousness, people see more indifference around them; but also see more effort, especially as the Project gets lessons taught and events (e.g., Career Days) happening. A drop in scale scores can be interpreted as an increased realization of shortcoming even when activism is actually increasing. Here as with other survey data it is important to corroborate responses with other observations. Consider an example:

At Nova Middle School, perhaps the most actively participating school in the District, Activism scores went from 13 in 1982 down to 10, then up to 16 in the next two years. Direct observation and participants logs (see chapter on the Middle Schools) indicated that this school started out with a bit of self-righteous air, lost its outspoken dissidents, saw its principal take a more visible leadership role, and finally collectively embraced the work of the nearby Demonstration Project. Scale values not surprisingly went down, then up. Other Activism observations:

OBS:Tchr	Elem	Midl	High	Jrs
Nova, 1981	17	13	9	4
Nova, 1982	14	10	8	4
Nova, 1983	13	16	10	
Male 1983	--	16	8	
Female 1983	13	16	13	
Ring, 1981	10	6	--	4
Ring, 1982	13	8	8	6
Ring, 1983	15	12	11	
Male 1983	14	12	12	
Female 1983	15	12	10	
Broward '83	13	11	10	

In total, male and female observers saw pretty much the same role behavior. Principals and teachers also saw things much the same. Students reported much less "activism" among teachers, more "unconcern". Though equity advocates saw but modest effort District-wide, half the Broward educators said the profession was *actively* involved.

(NOTE: Standards differ, and, more importantly, they are reflexive. Such a Project influences *definition* of its own success.)

ACCOMPLISHMENT

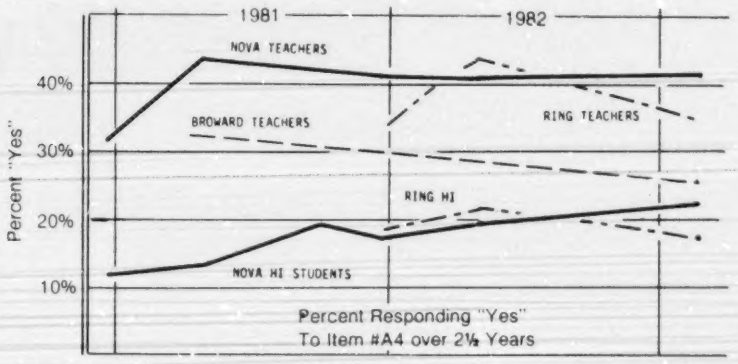
Success and failure of a project is measured in various ways: how well it adjusts its goals to circumstances; how little trauma it creates; the amount of work done; the quality of its effort; the increase in awareness of what needs to be done; the change in conditions it accomplishes; and its impact on various persons. This Project has much to show for itself on all these counts — in no way spectacular, sometimes a mixture of good and bad; but generally creditable.

The survey data repeatedly indicated that awareness was increasing, that new responses were being learned. Elsewhere we learned that sustained involvement was usually not to be expected. Only a few workshop participants heeded the Biblical admonishment, "Go and do thou likewise." They avowed they were activated, but "sensitized" is a better way to describe the impact on most participants.

As for improvement in social conditions in school and community we followed one survey item with particular interest: (Changing *this* is a tall order)

A4 Do you feel that girls have to overcome more social pressures than boys to enroll in advanced science and math courses? ____ Yes ____ No

"Yes" responses from teachers and students plotted as follows:



Teachers perceived the pressures more often than students, but elementary teachers more so (not shown) than high school — which may or may not indicate it is more feeling than knowing. For teachers the increased "sensitivity" came quickly on Project implementation; for students (not surprisingly) it came more slowly.

At Project's end in 13 Project and 16 Nonproject schools we asked teachers:

QC12 As you see it, approximately what perentage of students in your school notice insiances of sex role stereotyping in curricular materials?

Median percentages for the groups (quite highly reliable) were as follows:

N	*Elem*	*Midl*	*High*
147 Nova Teachers	*10%*	*14%*	*4%*
392 Ring Teachers	*10%*	*4%*	*4%*
493 Nonproject Tchrs	*3%*	*3%*	*3%*

If statistical tests were applied even the differences between 3% and 4% would be "significant".

The percentage of "sensitized" youngsters is low at each level. At Nova and Ring (the Project) clusters, and particularly at the lower grades where role stereotyping was brought up for discussion, the teachers consistently reported a higher awareness. Of course, this is teacher testimony, not a direct test of awareness. We also asked teachers about their own "sensitivities":

*QC14 Compared to a year ago, **are you now more aware** of sex discrimination occurring in school?*

	Elem		*Middle*		*High*	
	Proj	*Non*	*Proj*	*Non*	*Proj*	*Non*
No, I am not aware of sex discrimination here	*31%*	*66%*	*39%*	*66%*	*42%*	*65%*
Yes, I am more aware of it now	*49%*	*21%*	*43%*	*21%*	*39%*	*19%*
No, I was very much aware of it a year ago	*29%*	*12%*	*18%*	*13%*	*19%*	*16%*

Compared to those elsewhere in Broward County, teachers in 13 project schools self-reported substantial increase in awareness of discrimination. The awareness difference was striking at the elementary level, but showed up for all grades. Two-thirds of the teachers in nonproject schools indicated "no awareness" of sex discrimination, against one-third in the Project. As indicated elsewhere, awareness was increased across the entire school district.

NATIONAL OR LOCAL PURPOSES: An Issue

The purposes of this Sex Equity Demonstration Project interested many diverse parties, including Assistant Superintendent Dorothy Orr, Broward industrialist David Rush, National Advisory Board member Holly Knox and Nova student Francine Brandt. Each held certain hopes. School aims widely voiced throughout the District at this time included: maximizing student performance (on tests), minimizing school costs, and ending mandatory bussing. It was not expected that the purposes of this Demonstration Project would interact with those aims — and largely they did not.

There were many constituencies within Broward: the administrators, the unions, the churches, etc., with interests similar and different even within their smallest subdivisions. There also was a major constituency *outside* Broward: U.S. taxpayers, also with common and contradictory interests. It was particularly noticeable to us of the evaluation team that the local Broward purposes and the national purposes were far from identical. Given the opportunity costs involved, a gain in Broward would not necessarily be a gain for the wider sex equity movement.

Project people clearly recognized both sets of purposes. They had created one of the five National Demonstration Projects charged with guiding change-agents in all U.S. schools. Yet they also were to assist in the development of a model district where not only exemplary classroom practices could be observed, but where the problems of sex role stereotyping would be addressed by all.

NSEDP's award-winning review of contemporary instructional materials is of value more to the nation than locally. The intensive training of interns was of more value locally than nationally. Regularly the Project staff had to choose — even though the choice was seldom recognizable in these terms. Careful thought was given. And more often than not — as seen by the evaluation group — the local purposes were served more directly and more devotedly than the national.

The national purpose *was* less immediate. Where were its advocates? There were few visitors from afar. Few people at professional meetings told them to accentuate national pursuits. Their National Advisory Board urged maximum effort to a strong and durable office *within Broward*. Federal monitors processed NSEDP's reports and particpated in leadership meetings in Washington and elsewhere, but apparently did not raise this elusive issue. Rita Bornstein understood the national obligation — and reiterated commitment to the plan pursued. The other staff members were attached to the Broward Schools and wanted most to see a local dream come true.

In most schools, as in Broward's Western Attucks, and Perry, there are teachers disposed to equity education, yet needing allies and ideas. Unfortunately, the good experience in Broward will probably not become known outside. For those afar, a demonstration did not occur. These NSEDP people were not specialists in national media, political influence, or knowledge production and utilization. They were teachers, shrewd and dynamic leaders working with small groups of fellow teachers. They worked to influence their colleagues and to review nationally-available materials. They did not, for example, develop exportable models of sex equity diffusion for districts otherwise like theirs but having no outside funding. They worked little at getting national publicity. And probably wisely. The nation's schools are little influenced by mere information, good or bad (see Fullan). The "Demonstration Strategy" was known by specialists in research dissemination (e.g., House, McLaughlin) to be a high risk venture, and it had less chance of success here when local purposes got high priority.

Knowing what ultimately would stand up in such exchanges as Congressional hearings, the national leaders of sex equity education made their decisions, harbored their resources. At the Broward site a competent staff did a good job of what it intended to do. As is so often the case with federal projects in the schools, this NSEDP became more a valued subsidy to local education than provider of national guidance and encouragement. A bird in the hand, so to speak.

TEACHER INSERVICE TRAINING

One of the ingenious moves Rita Bornstein made was to staff the Project with Karen Parks and other on-site teacher leaders. This not only oriented the work to teacher concerns but provided a network (the Classroom Teachers Association) for the highly personalized implementation ahead. As Michael Fullan, Canadian specialist on school change, points out, improvement in education rests greatly on voluntary teacher action.

Having done some equity work there, Bornstein and Parks set out to change Nova and the rest of this huge district. Formal and informal needs assessment assured them that Nova was not so proficient in equity practice that Demonstration could start immediately. The Project proposal did not spell it out in so many words but the great work ahead was that of teacher inservice training.

Teaching (including administering) remains a noble profession in that it usually is devoted to what is seen to be best for clients (children, parents, taxpayers). What is best for practitioners themselves or for "the system" is not ignored, but is not paramount. In spite of the bureaucratization of education teachers still have great leeway in deciding what is best for youngsters. Almost every teacher works hard at socializing youngsters. Even so, teachers differ widely as to what is good behavior, particularly as to conformance to social customs such as those embodied in sex role stereotyping.

Our observations of NSEDP-Broward indicated paradoxically that equity was seen to be an important educational goal — and that few problems were being recognized in one's own school. Teachers saw themselves as active in eliminating inequity but students and equity leaders saw them as passive or even indifferent. Bornstein's inservice teacher training task was largely one of consciousness raising.

The District had an elaborate staff development program. Teachers were obligated for a minimum annual participation — during working hours. For the most part they were free to choose what they would improve.

For skills that teachers *want* to upgrade (e.g., use of computers) such an arrangement can be effective (see Fullan). For understandings that the District wants (e.g., how to operate the Answer System) or that the society wants (e.g., how to diminish teacher constraints on equal educational opportunity) — but that teachers *do not* feel a need for — the District's program was impotent. Supt. McFatter agreed, "We haven't been able to make it work. Nor does it seem has anyone else." The Project held sessions outside the District format, as well as within.

With such a huge district the Project aimed to and was able to keep its workshops filled with the curious and the enthusiastic. But what of the others? What of the District obligation (the Project obligation to foster equitable treatment and awareness of equity issues in every classroom)? Such a goal was enormously beyond the scope of this Project.

Bruce Joyce, John Elliot and other educational researchers have developed criteria of effective inservice programs. The Karen Parks-Joan Hinden cohort met the criteria well, except follow-up (the universal shortcoming) was often insufficient. The workshops were well done. To be sure, the District's sex equity inservice responsibility was only begun. In the three years, Broward teachers offended by sex equity advocacy became quiet, but indifference remained. Would it be better to contend with indifference directly? The issue was moot because no mechanism for dealing with indifference existed.

FEEDBACK

Jane Leone, Associate Supt.: *"All across the county the project has made a tremendous difference in the way teachers think, in the quickness with which they recognize equity issues."*

Rita Bornstein, Project Director: *"An important legacy of the Project will be our deliberations about the meaning of equity education."*

Eighth grade teacher: *"It helped my students' self-esteem."*

Elementary teacher: *"This Project has raised the awareness level of our faculty, but I've seen little change in treatment of boys and girls."*

High school teacher: *"Other than athletics, how is it a problem?"*

Coach: *"Last year I had a girl on the wrestling team. I was chastized by fellow teachers in this 'pilot' school and told by the athletic director to get rid of her. When I didn't I was threatened with losing my job. This year they took it. Need I say more?"*

Fifth grade teacher: *"The moments of insight and gratification have been endless; for example, a shy child who hid behind a bulky sweater, hat pulled down, writing a story about becoming President; seeing fellow teachers unite in the cause of equity; etc."*

Middle school teacher: *"It is silly to merely coat boys and girls with the same 'equity' paint — when psychologically, physically and otherwise there* ***are*** *differences. Practically speaking, a kid needs every opportunity. We must not stand in their way. I worry lest this project take a propagandistic approach to undermine those universal and socially necessary understandings that hold a society together."*

Administrator: *"Recently a broader understanding of what equity is has been apparent in the work of the District's Office of Equal Opportunity Planning. I would like to see the same happen in the Management Academy."*

High school teacher: *"The good is done when a teacher makes a commitment in front of a class."*

Nelson Moore, Director of Curriculum: *"Change won't occur without inservice training. This past term (spring, 1982) we were able to make the NSEDP workshops mandatory for one representative from each school. I certainly hope Karen and her staff made an impact."*

Kathy Shea, Project Staff: *"One lesson I've learned is that the demonstration model is more effective than the desegregation model. If we compare Broward and Dade Counties some years from now I bet Broward will be ahead."*

PROGRAM QUALITY

It is difficult not to damn this Project with faint praise. In some ways these few people did more than could reasonably be expected. They did cause there to be a higher sensitivity to the offensive nature and potential embarrassment of unequal treatment, or even the unnecessary divisioning, of girls against boys.

They conducted teacher workshops that participants found better organized and with more important things to say than other staff development programs. They obtained thoughtful user-reviews of a great body of instructional material and added to the collection with lesson plans and teacher-made variations. In a huge, conservative, overly-centralized district they changed from butt of crude jokes to respected unit, avoiding polarized confrontations of an Anita Bryant type. They followed their plan and pulled their oar.

Still, and not surprisingly, the District remains largely illiterate of the meanings of sex equity. Advocates are ineffective in demonstrating the costs to personal freedom and social enlightenment of sex role stereotyping. It is not apparent to the ordinary teacher that even the girl or boy who aspires to a traditional life can be to a degree impoverished by the sex discrimination in her/his classroom. Those insights are rare, counter-intuitive, implying that people do not know what is best for them — and remain quickly denied.

The Project apparently failed to get the District to put budgetary resources into the continuation of this work. Had the Project been more persuasive the District might have set programmatic goals for equity teaching. Even if not monitored these statements would give an aggrieved person further "standing", a better basis for appealing for redress. The Project did not have a profound impact on the District.

Nor did it play a significant national role. It contributed some important works to the storehouse of reference materials on equity education. It enriched its visitors, but almost none came from outside Broward. It sent speakers and displays to professional meetings across the country, but its effort was very modest. As change agents these people were amateurs, with a three-year promotional budget less than Lite Beer spends in one commercial.

Changes of such magnitude as suggested above of course are unrealistic, and would be avoided — if they were not part of the rhetoric under which money is obtained from Congress and in the proposals of those who get funded (including this one). Making realistic promises is not the way to get federal support, for the funding offices "have" to show that they have contracts for major social change at bargain rates.

By *realistic* standards the Project has been a success. It created a legacy, a large legacy for the District, as spelled out on the next page, and a small legacy for the nation. In an environment in which teachers are rewarded for narrowing their responsibilities, the NSEDP encouraged a tenacious preservation of compassionate and creative relationships between students and teachers and administrators. Against unending rejoinders that masculine pronouns and occupational labels (fireman) are of negligible importance, the staff patiently and resolutely presented the facts on the imbalance of privileges in this world. They could have chosen other strategies, and weighted their aims differently, but they did well what they organized to do.

LEGACY

The National Sex Equity Demonstration Project in Broward County, Florida, existed for four years. It was phased out in the spring term, 1983, with its last weeks of federal funding near at hand. Even though it engaged only a small minority of the 8000 teachers directly, it left a sizable legacy.

The District now has a corps of teachers and others experienced in examining equity issues, teaching about equity, and helping colleagues improve their practices. Broward retains a substantial resource, usable locally, regionally or nationally. Whether or not it will be used in the future depends on the emergence of leadership in Broward, in Florida, and elsewhere. The Present is beset with economic trauma and institutional inflexibility. It remains to be seen whether new inspiration emerges from this completed work.

In perhaps a small way this Project helped keep alive a reputation in Broward for pioneering the development of school practices. The actual involvement in curriculum development, materials tryout, and demonstration was here (as usual) limited to a small network of educators but the ethic of teacher involvement and classroom research is more widely a source of pride and self-esteem.

The Project made thinking of sex equity commonplace in this school system. It was not before. It is now. NSEDP brought attention to the storehouse of WEEA materials, and left many for District use. It demonstrated with clarity that true equity is presently beyond the understanding and will of public education, but that a small group of dedicated teachers can enrich their schools in the very act of searching for ways to make student and educator alike aware of the ubiquity and hurt of discrimination. In a way the NSEDP people left behind much more than they brought in from Washington.

Teachers at a Sex Equity Workshop

EXECUTIVE SUMMARY FOLLOW-UP[1]

The purpose of this paper is to present educator reactions to the Executive Summary of the Final Evaluation Report of the National Sex Equity Demonstration Project in Broward County, Florida (which you have in hand) and hopefully to get your reactions. Respondents were Administrators, sex-equity coordinators, teachers, project people and other interested persons. Seventy received a copy of the Summary and a follow-up questionnaire asking for their reactions. Twenty five questionnaires were returned. It appears that the most supportive people responded. When people who hadn't responded answered our follow up calls they all indicated they had orally discussed the questions with us previously. Four interested persons, three National Advisory Board members, five project staff, two consultants, two principals, two teachers and seven sex-equity coordinators responded. During the three years of evaluation work we had kept a running dialogue with these people.

The Executive Summary was prepared to provide a brief overview of issues, observations and findings as a part of the naturalistic-responsive evaluation study. The project evaluated was one of the five WEEA National demonstration centers. Two interim reports and a Final Report were prepared and distributed locally.

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1 To be presented at the 1984 American Educational Research Society annual meeting in New Orleans at the session, "District Sex Equity: Evaluation Follow Up."

This Executive Summary 16 pages long was organized before the Final Report was organized. Developing the outline for the Summary early in the last year of the project helped organize the writing and organization of the Final Report, --Some would say "doing things backward." The Summary was written in June, at the end of school year three. The Final Report was written three months later in September. Printing and binding were delayed. The Executive Summary was prepared for general distribution hopefully in a way that would continue the project's staff development responsibilities after federal support terminated.

Since many Evaluation reports are not read or used, we developed a plan for the Executive Summary and circulated a draft early so that project people could review parts of it while the project was still a part of them--before they had gone on to other positions and places.

They read drafts and we made some revisions. To get a broader view of the report we developed a simple, five question, questionnaire. The findings from that questionnaire are explained below. The first question was:

1. In what ways does this Executive Summary, stating both accomplishments and weaknesses of the project, help or hinder the continuation of project work?

Most people responding said that the Summary was an effective way to brief people; and a few thought that while it would not hinder the continuation of the project, it would probably not help either and stated reasons for their pessimism. For example:

- *Unfortunately the mentality of the current administration hinders [project] continuation. No matter what type of efforts on equity in Broward County, that were made --under current administration nothing would happen because there would be little support. They (staff) need to be given medals for their efforts.*

- *In Broward County it will do neither! Bluntly put, it has already been shunted aside by many administrators, mine included, and teachers.*

Respondents emphasized the need for individual commitment to effect change.

- *This summary will neither help or hinder the continuation of the project. The people who were involved and committed to the project will be the force that will continue the work of the project.*

- *I feel the summary does not help or hinder the continuation of project work. It gave me an overall view of the research within the project itself. The individuals who believe in Educational Equity themselves will be the catalyst in the continuation of the project as a whole.*

Those were the negative responses. The majority of people who responded said the Executive Summary would be helpful in continuing sex equity work in Broward and other school districts. Here are a few of the comments:

- *The report gives those who are left in the system something substantial to refer to and lays the groundwork, showing need to continue to work in the curriculum area and to continue to provide in-service equity training.*

- *Project work--towards sex equity efforts in general--is probably helped by the realistic and honest claims made in the Executive Summary. The particular project--*

Broward County and its main actors--do not come out looking very effective, given the time and money invested.

May provide general knowledge about possible value in bottom up sex equity strategies to a national audience.

I think the evaluation will be helpful. The descriptive analysis of the program looks at both strengths and weaknesses. It will assist other districts who need to implement a sex equity model for their school district.

I believe that it presents a clear picture, to both district participants and the U.S. Office of Education, of the actual circumstances, accomplishments, and shortcomings upon which decisions for future directions can be formulated.

Helps to continue project work by indicating needs and areas of weakness to strengthen the project.

Some staff members indicated hopes of using the Executive Summary to continue the internal advocacy.

I hope that it will be a tool we can use to prod the school board and curriculum supervisors to increase commitment and provide some funding. I have begun [by] writing a letter to the school board.

[The Summary] may enlighten the Superintendent's office and the School Board to continue to promote equity issues. The project needed more support from administration in order to make any gains. It was never really "adopted" as a cause they could/would promote; unfortunately the project suffered as a result. It needed someone "at the top" to sponsor it, and to sell it.

I would expect a continuation of project work, capitalizing on areas of weakness as specified in report. Strategies need to be employed at district level through district's master-plan and management academy workshops to increase awareness of sex-equity issues.

The second question was:

2. How does the personalistic style of the report contribute to the enhancement of or diminish of the project and its supporters?

All respondents except two liked the personalistic style of the Summary saying that it made it more readable. Karen Parks, Director of the project, said:

> *The issue of equity is a personal and human issue, therefore lends itself to reporting in a more personal way. The report gives a good picture of the project and the people involved. Readers can get a true feeling of the project. I liked the style. It was meaningful and interesting.*

Others had similar comments:

- *I like the personalistic style. I would have preferred to see the names of all the teachers (coordinators) mentioned at least once.*
- *Because it is easier to read and more interesting than statistics, it will impress people more. Those who do not understand the issue can see it more clearly through the anecdotal approach.*
- *The style of the report primarily makes it readable (therefore people will read it!); secondarily it makes the evaluators and project people real and human--thus somewhat warmer but a little less awesome than a more formal report.*
- *Nice touch. Makes it easy to read and fun since I know many who were mentioned.*
- *It allows those reading the report to know you were not only evaluators but intersted enough to be physically present rather than reading others' reports. You could also observe.*
- *The style is non-partisan in that it states the facts without attempting to favor a particular point of view.*
- *It gives a personal tone that readers (non-specialists) can react to easily. However, for the technicians who read evalutions for a "living," I think the style will be an irritant. I believe the style of reporting is most*

appropriate for school practitioners and administrators. The content is presented in an interesting way and in sufficient detail for most purposes.

- *The quotations, many of them, were too choppy and this made for more difficult reading. Hence, though I liked the idea, it detracted a bit from the goal.*
- *Personalistically, I like the personalistic style.*
- *The personalistic style of the report enhances the awareness of the overall strengths and weaknesses of the project as a whole. It puts what went on in the three years in Broward County in proper perspective.*

The third question asked was to determine how accurately the Executive Summary portrayed the project; most agreed with the overview presented in the Summary. Two thought it was too optimistic and one too pessimistic.

3. In what ways do the data in the Executive Summary fit or conflict with your perceptions of the project efforts?

- *It was too optimistic! As time goes on, the project, from the view of Ramblewood Middle, is fading rapidly form the staff's memory.*
- *Fits, tho' perhaps a bit +ly biased, which is expected!*
- *While probably accurate some of the statements like 7 on page 3 are pessimistically predictive.* (Project was unsuccessful in getting formal changes made in District curricula.) *Also was 14 on page 3 really consistent with project's expectations?* (Even among those who expressed greatest support for equity education, few became active) *--If so maybe they were too low!*
- *It fits, more than conflicts. Rather accurate. Showed increased awareness. Didn't show tremendous change. People cared but didn't do a lot affirmative.*
- *It fits with my perception of the project's efforts.*
- *I agree completely. It is a balanced objective view of successes and failures.*
- *Slight differences but no major areas of concern.*
- *I find that the data gives a very accurate description as I perceived the project.*

- *Conflict statements from Jane Leone and Nelson Moore--especially Jane Leone -- Excuse me, but that's B.S. -- I believe Nelson's comment says nothing about effect. The feedback I received on their workshops were very good.*

- *[No conflict here] I really don't think the project was given enough time to prove itself.*

- *It fit very well toward my perception of the project.*

- *In some ways, the report fits with my perceptions of the project efforts. I did not realize that the superintendent, or school board were reluctant to support the project.*

- *It appears to be congruent with my perception.*

- *It fits my perceptions of project effort. It was a hard nut to crack, let alone accept with the overall faculties. The children were easier to deal with; rather than confincing adults who already have bias and values already established within themselves.*

- *Had expected more change in teachers' attitudes toward sex stereotyping.*

- *I'm in agreement with the data presented. I didn't realize the impact inservice conflicts with CTA/School Board on the project.*

- *I don't have a quarrel with the report. The substance and spirit are on target. Might add, however, that the role/or lack of it on the part of the advisory board might have been worth considering. For example, could the advisory board have been of greater aid in the National Dissemination effort?*

One person thought important data were lacking:

- *I think the E.S. ducked the interpersonal stresses that I thought existed throughout the project's life. Those were energy sapping activities.*

Another said he wasn't easily offended and that the data fit with Bob Stake's statements to him.

Question #4 was:

4. Is the Executive Summary likely to be useful in the improvement of staff development programs? Why or why not?

While most people thought it would be useful because it pointed out the strengths and difficulties of staff development, in the sex equity project, they were not optimistic that anyone cared enough about staff development around equity issues to continue work. People outside the project had more hopes than those inside.

Yes. First, it will be read more often than most. Second, it identifies some of the strength (e.g., plug into C.T.A.) and weaknesses (working mostly through sex equity coordinators) though in a subtle way.

It depends who reads it and how it motivates them. Probably it would depress them about the difficulty of working toward this change.

It should prove helpful to program designers in avoiding the pitfalls experienced and the recommendations made by Sex Equity.

Yes, it would be if--the administration would believe in the program,. They would never promote it on their own. I would like to think so--but I don't believe those in charge (locally) will utilize those suggestions. Sorry, but I just don't think they are enlightened enough. Perhaps it might with other counties who have positive leadership.

Hopefully it pointed out a need in specific areas hopefully these will be addressed by the district or by the individual school in their future development of inservice offerings.

It may get some started. It is compact and easily distributed. For actual staff development of course, we can use the lesson plans and the review of materials.

- *No. I don't think it was intended to nor could it have laid out a suitable model for inservice training. It does provide further evidence of the pitfalls that lie in wait for the project or training director.*

- *I don't think so. It's effective at painting a picture--but not at articulating useful suggestions for the improvement of staff development programs.*

- *The Executive Summary could be a viable asset overall, if implemented changes begin at the top administration levels first, then trickle down through the Division of Curriculum and Instruction Staff which works directly with the staff at all schools.*

5. For what purposes do you need information on this project? What information in the report was most useful to you? What information was not included that would have served your purposes?

There were a number of suggestions for improving the Summary. Some of those were:

- *Though I enjoy this style, I feel at a loss on some indices of extent. It's surprising to me that only 80 teachers were involved "in a sustained way" in three years. What was the course of this involvement over time? What were obstacles to these people's taking leadership? Are there seeds for further (unsupported) activity?*

- *I would have liked more comparative information with other demonstration projects to learn if they had similar problems and successes. The summary came in handy when I reviewed the EEPA article on this project. I thought your comparisons with other issues as shown on page 9 (A 1) were enlightening -- although I was surprised sex discrimination was so low. Did boys and girls differ on this and other things.*

- *I want to influence the district. The negative comments about the district's "illiteracy" and impotence may be the most important spur in that direction. I'd like more cost effectiveness statistics if you can analyze them.*

- *For school evaluation reports, as well as teacher evaluation (are teachers being sex equitable in their treatment of students?).*

- *How the schools developed their own lessons and systems of implementation.*

- *Collecting information on effective and ineffective approaches for staff development and training in equity issues. More information and specific examples of effective strategies locally and nationally. Also, specifically, what are ineffective strategies, on a local level? On a National level? Why?*

Others commented on the use of the information:

- *To continue to keep this issue alive and the program moving. The information most useful was found on pages 19 -13 and 15. Least a Typical Day.*

- *I am not sure - I am starting a new job as a lobbyist for a corporation that encourages Federal and state $ for the hiring of women, handicapped, minorities and veterans.*

- *The information presented was to enlighten me--at this time I'm not aware of how it will be useful to me.*

- *I really don't need this report, but would refer to it if I taught grad class in Organization Development in Education. Might include it as a resource document.*

- *Information on project will be retained as reference. Data contained therein will prove beneficial when engaging in other research and/or demonstration projects.*

- *Report was comprehensive and provided me the information needed.*

- *The knowledge that a school district attempted to look at it's entire district and become involved in setting the goal to make it sex-bias free is enough to blow the horns and shout the good news.*

- *The information recieved and the format employed serves as a model of a well researched, documented and written report.*

- *I need information on the project because I believe in it. I teach toward project goals and enjoy seeing people change old mores. Information most useful to me was the entire report to view the overall perspective of the project.*

- *I need information to press upon administrators and School Board members that we need to continue to help people become committed to equity again. We need more than a written policy. We need action. The findings, data and descriptions were useful information. Would liked to have had even more on the organization of the project within the system and how that impacted on the project. There were advantages to a center, but being located in the county offices would facilitate more communication.*

Commenting on the whole project, people expressed their pleasure in being a part of the project and their sadness that it ended. They commended the project staff and evaluation personnel.

- *You are to be commended!*
- *It's so difficult to bring about changes in attitudes. I believe this project heightened awareness. It's unfortunate that it could not be continued.*
- *I enjoyed being part of the project and am very sorry to see it end. Like most projects it dies when not continued and funded.*
- *It was a pleasure to work with such a dedicated group. Would like to see "Who" instrument.*
- *The program has contributed toward our school's growth.*
- *Sorry the project couldn't continue.*
- *On page 12 you make one of the great puns in the equity business--line 5, paragraph 1 "ending mandatory bussing." Now all sex equity supporters could agree to that!*
- *The program had outstanding personnel, excellent supplies but needed continuation on a small funding basis - or a method of communication of interested persons. I feel like a seagull given flight with new awareness but no direction to achieve a goal.*
- *I enjoyed my three years as a participant in this demonstration project. My awareness of sex equity issues heightened and I became more sensitized to my own*

previous biases and tendency to stereotype role projections of males and females in careers as result of same.

- *From my own selfish view, I enjoyed working on the project. I'm still using the lesson and the techniques for effective teaching. Unfortunately, at Ramblewood Middle School I am the rare bird.*
- *Please keep me informed of ongoing changes in other projects like these. I'd like another copy of this report. I enjoyed working with all project staff.*
- *The films were the greatest part of the project. They are in the Broward Library and are always being used.*

Now that I have summarized comments from the Executive Summary follow-up. I'd like your comments, particularly any on the usefulness of the style of reporting used in the Summary.